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ABSTRACT

In 1995, the International Consultative Forum on Education for All commissioned case studies in developing countries as part of a mid-decade review of progress in expanding access to basic education. This paper examines the progress of Nepal's Basic and Primary Education Master Plan (BPEP), which aims to increase female participation in formal and nonformal education programs and to train women teachers. BPEP has two key targets for the year 2001: 100 percent gross enrollment for girls in primary school and a national primary teaching staff that is 30 percent female. Eleven initiatives address various aspects of the problem, providing basic education and skills training to out-of-school girls, raising awareness in rural villages of the need for girls' education, offering in-service training to teachers in remote areas, providing scholarships and stipends to girls at all levels of schooling, recruiting and hiring new female teachers, publicizing BPEP goals and activities, sponsoring literacy classes, and providing technical assistance to community schools. Analysis of quantitative data suggests that BPEP goals will not be met by 2001 and may take an additional 12 years. A large 1995 survey identified educational risk factors for girls but also pointed out the fallacy of relying exclusively on quantitative data for program planning. Marriage customs, family expectations, and religion influence attitudes toward girls' education, and local people must be involved in designing the programs meant to change their lives. (Contains 15 references and 12 data tables.) (SV)

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ED 425 891

MID-DECADE REVIEW OF PROGRESS TOWARDS EDUCATION FOR ALL

CASE STUDY

NEPAL

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FOREWORD

Five years after the World Conference on Education for All in Jomtien, Thailand 1990, **the International Consultative Forum on Education for All** (the EFA Forum) undertook a review of how far countries have come in their efforts to reach Education for All.

This stocktaking of progress was done by various means. It drew on statistics and reports done by ministries of education all over the world. To complement these governmental reports, the EFA Forum asked a number of independent researchers in developing countries to provide a more in-depth view of Education for All in their countries.

From among these case studies on interesting experiences in providing basic education, we have selected a few for publication. For example, these studies look at the challenges of getting girls to stay in school and complete their primary education even though they are needed in the household economy or the school environment is geared to boys; efforts to provide education in emergency situations due to war and conflict; and the provision of education in the mother tongue of the pupils to promote learning. In short, these case studies deal with some of the current issues in basic education worldwide, and they shed light on the varying conditions in which basic education takes place. The approach and perspective vary between the studies, reflecting the diversity of the actors involved in EFA. We hope you will find these studies interesting reading.

The authors of the case studies have been selected and contracted by field offices of UNDP, UNICEF and UNESCO. These offices also proposed the themes of the studies. The EFA Forum Secretariat wishes to extend its thanks to the authors and the field offices that have provided efficient assistance in carrying out these case studies.

These case studies are written by independent researchers and consultants. The views expressed on policies, programmes and projects are those of the authors and do not necessarily represent the views of the EFA Forum.

Final editing was done by the Secretariat of the EFA Forum.

The Promotion of Girls' Education Through Recruitment and Training of Female Teachers In Nepal (PHASE I)

Centre for Educational Research Innovation and Development

February 1996

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CHAPTER ONE - INTRODUCTION

Current efforts to increase the enrolment of girls in school in Nepal can be traced to as early as 1950, when the National Education Planning Commission proclaimed that, "Democracy cannot flourish in a country where 98% of the people are illiterate." At that time no special distinction was made between an overall desire to improve education in Nepal and a special concern about the education of women. Since then, however, international attention has increasingly focused on the importance of educating women of all ages, as demonstrated by the 1985 Bangladesh conference on "The Education of Girls in Asian and the Pacific" and the recent World Conference on Women in Beijing. In Nepal, the education of women and girls became a basic element of national education policy in the 1970s. Every five year plan since 1975 has stressed the need to promote the education of women. The 1990 Jomtien conference declared that the most urgent priority is to ensure access to, and improvement of the quality of education for girls and women, and to remove every obstacle to their active participation.

It is in keeping with the commitment outlined by the Jomtien Conference that the Nepalese government devised its most comprehensive and clearly defined program to date to improve female education: the Basic and Primary Education Master Plan (BPEP, 1991-2001).

Assessing the relative progress of the BPEP Master Plan is the subject of this case study. The plan essentially sets three goals: i) increasing female participation in formal and non-formal education programs, with a particular emphasis on primary school, out-of-school programs for girls between 8 and 14 years old, and adult classes for females between the ages of 14 and 45; ii) training more women to become teachers and placing at least one woman on the teaching staff of every school; iii) providing a series of incentives and scholarships to encourage girls to stay in school. The commitment of the Nepalese government is such that it recently established the Ministry for Women and Social Welfare, which is expected to be a key force in the movement towards greater educational opportunities for women.

This study is actually the first of two studies. The first part is a presentation of the various programs designed in response to the BPEP Plan, a quantitative analysis of the current state of affairs, and a critical analysis of the overall approach to improving female education. The final section sums up the issues to be dealt with in a second, forthcoming, study.

CHAPTER TWO - PROGRAMMES

The BPEP plan gives priority to primary education, since this is the level of schooling that is compulsory for all children. A quick overall picture of primary education in Nepal can be assessed from the figures used during the construction of the plan. The following table presents the 1989 data and projections for the year 2001 used in the BPEP plan, along with figures from the 1993 Ministry of Education and Culture (MOEC) Educational Statistics:

Table 1. BPEP master plan targets

	1989	1993	2001
LITERACY			
Total	39.3%	40.1%	60%
Male	56.9%	54.8%	71%
Female	21.7%	25.6%	48%
POPULATION AGES 6-10			
Total	2,507,841	2,879,829	3,378,400
Male	n.a.	1,470,647	n.a.
Female	n.a.	1,409,182	n.a.
PRIMARY ENROLMENT*			
Total	2,526,147	3,091,684	3,620,500
Male	n.a.	1,895,754	n.a.
Female	n.a.	1,195,930	n.a.
GROSS ENROLMENT FOR GIRLS	73	85	100
NUMBER OF SCHOOLS	15,834	20,217	22,404
PERCENTAGE OF FEMALE TEACHERS	13%	16%	30%
STUDENT:SCHOOL	159.5:1	152.9:1	162:1
STUDENT:TEACHER	39.5:1	38.9:1	40

* given the number of students who repeat grades, and the number of children under 6 who start school early, enrolment figures in primary school exceed the number of children between the ages of 6-10

The table reveals two key targets for the year 2001: a 100% gross enrolment rate for girls in primary school and a national teaching staff for primary education in which 30% of the teachers are women, two targets that are considered interrelated. The presence of more women teaching in the schools provides parents and students with positive role models, an important factor in altering current attitudes towards the education of girls. Women teachers have a unique role in promoting the enrolment and school survival of girls. The various government and non-government programs all reflect this basic principle. In addition, past experience has led MOEC planners to conclude that:

-curriculum that reflects the local reality and daily life is a highly effective way to motivate children;

-non-formal education has been very successful with out-of-school children; and

-there is a continual need for grassroots research that can generate solutions tailored to local needs.

The MOEC programs fall under two categories: those run by the Office of Women's Education Program (OWEP) and those conducted by the BPEP Promotion of the Education of Girls and Women Project. There is a total of 11 different initiatives designed to address various aspects of the current situation.

The BPEP Promotion of the Education of Girls and Women Project consists of four programs which are oriented toward student education, teacher training and community involvement. *The Out-of-School Program* is a non-formal program conducted in one of the most remote parts of Nepal, the Seti Zone. The nine-month program targets girls 6-14 who are not in school and are illiterate. The final goal is to help them enrol in school after completing the program. *The Women's Education Program* is another nine month literacy program for girls out-of-school who live in 35 other districts. This program is divided into three parts: basic education, post-literacy and skills training, and advanced training. *Non-Formal Teacher Training* is a 12-day program designed to instruct female teachers in the Seti Zone about methodology, classroom management, and nutrition. *The Village Readiness Centre Program*, grouping primary, non-formal, and early childhood education within a community, seeks to increase enrolment, retention, and completion rates, especially for girls. One key element of the program has been informing parents through brochures, posters, pamphlets, and calendars about the ways they can become more involved in their children's education. As a next step, the program has organised meetings between school administrators and parents. The program is supported by UNICEF, the Ministry of Local Development, and various NGOs.

The Office of Women's Education Program was formed in order to promote the education of women living in rural and remote areas of the country. The program sponsors seven different initiatives designed to foster a more positive outlook on female education, to provide scholarships for girls attending primary and secondary schools, to provide housing which allows girls to continue their education when schools are located far from home, and to train teachers.

Since 1985, the *School Scholarship Program* has been providing scholarships in all 75 districts of Nepal to girls enroled at the primary and secondary levels. Students are awarded a scholarship of Rs.250 for the five years of primary school. The award for secondary school is progressive, starting at Rs.60 for grade six and reaching Rs.100 for grade 10. During the school year 1994-1995, 31,776 girls received scholarships for primary school and 9,922 girls received secondary school scholarships. A total of Rs.7,969,000 were awarded at the primary level and Rs.7,964,000 at the secondary level.

Another effort begun in 1985 in 72 different districts is the *Educational Level Development Program*. The program provides monthly stipends to a select group of 350 students for as long as they stay in school. With a budget of Rs.2,032,000 for the school

year 1994-1995, the program was able to provide Rs.450 a month for primary school and Rs.550 for secondary school.

The *Campus Scholarship Program* focuses on girls at the higher levels of secondary school and the highest level when preparing for the Secondary Level Certificate (SLC) exam. Rs.1,604,00 was distributed during the school year 1994-1995 in the form of Rs.450 monthly stipends for girls in urban areas and Rs.550 monthly stipends for residents of remote parts of the country. There was a total of 350 scholarships.

The *Program for Increasing the Number of Female Teachers* is dedicated to one of the key goals of the Master Plan: ensuring that there is at least one female teacher in each of the nation's primary schools. Accordingly, during the school year 1993-1994, 1,400 female teachers were hired under the auspices of the program. Aside from overseeing recruitment, the program counts on these new teachers to be active participants within each community in the effort to raise awareness of women's education.

The natural complement to the program cited above is the *Female Teacher Training Program* which is a two-part initiative. At the beginning of school sessions, temporary female teachers in remote areas undergo three days of special training. In addition, since 1993, all the primary school female teachers in the Far Western Development region have participated in training sessions run by representatives from the OWEP.

The *Monitoring Program* is an umbrella program for all the other OWEP activities. Its purpose is to find solutions to problems encountered during implementation, to evaluate the awarding of scholarships, to oversee the proper use of scholarship funds, to document the reaction of parents to various aspects of promoting female education. A final element of the OWEP contribution to achieving the goals of the Master Plan is the *Female Education Publicity Program*, a campaign to use radio, television, newspapers, dramas, rallies, posters, and books to draw attention to the importance of supporting education for women.

Some of the more remarkable programs have grown out of local initiatives, as the example of Banepa Municipality demonstrates. In response to EFA goals, Banepa Municipality in Chitawan District began its own project which was eventually able to receive funding from Danish International Development Assistance (DANIDA) and technical assistance from the Centre for Education for All (CEFA) in Kathmandu. The Banepa effort includes a literacy campaign, a primary school program, and the formation of community organisations.

The *Banepa Literacy Campaign* sponsors classes for people of all ages in 29 literacy centres. The first goal of the program is to encourage primary school age children to enrol in school. In addition, the program organises literacy classes for adults, and four out-of-school programs for children who have been unable to attend school. Another main objective is the establishing an effective convergence of formal and non-formal education.

The *Banepa Compulsory Primary Education Program* focuses exclusively on the question of increasing enrolment at the primary level. Along with pushing for the initial enrolment of primary school age children and encouraging out-of-school children to enter the regular

schools, the program provides communities with assistance towards the management of the resources and infrastructure.

The Banepa initiative has attracted the participation of local politicians and led to the formation of parent groups. One of the most important groups has been the *Women's Group Banepa*, which has conducted 18 literacy programs for local women and has offered training in nutrition, embroidery, and handicrafts. The group's next goal is to open a child care centre. Women's Group members visit the parents of children who stay out of school and attempt to convince those parents to send their children back.

The Banepa program has been in existence for three years. Two years ago the literacy rate in the community was 64%; at present it is 94%, a compelling example of how a comprehensive local effort can make a difference.

In consideration of the needs and benefits of promoting female teachers at the national level, various international organisations have been active in promoting basic education in Nepal for the last two decades. UNICEF and UNESCO have implemented a number of projects including the hostel-based Education of Girls and Women in Nepal (EGWIN) project, under which 2,800 women teachers were trained between 1971 and 1985. This project, targeted at women trainees from remote areas, disadvantaged groups and out-of-school girls, proved to be successful to the extent that during the period mentioned above, it trained 35% of the total women teachers at the primary level. A number of NGOs have also been involved in development work in recent years, including the United Mission to Nepal (UMN), OXFAM, CARE, Lutheran World Service, World Education, and Save the Children. The work of these groups ranges from literacy programs, non-formal education, and technical assistance to teacher training, providing school supplies and running a boarding school. It is estimated that by the year 2000, 5 million illiterate people will have benefitted from World Education's literacy program alone.

CHAPTER THREE - QUANTITATIVE ANALYSIS

A quantitative evaluation makes it clear that the plan's goals are at a considerable risk of not being attained within the time frame initially established. Current figures suggest that there will not be 100% enrolment of girls in primary school by the year 2001, that the goal of having women make up 30% of the primary faculty will not be realised by the end of the century, and that there probably will not be at least one woman teaching at every school by that time either, unless there are significant changes in the overall execution of the basic education campaign.

The reason that the first goal, that of 100% female enrolment in primary school, will probably not be achieved is that the rate of increase since the 85% enrolment of 1993 has only been about 1% a year. Thus, at this rate it would take another 12 years to reach a goal hoped for in the next six years. On a more positive note, it appears that girls who complete the primary cycle are just as likely (roughly 70%) to continue into the secondary level as their male classmates. Tables 2 to 5 (in the annex) provide further figures concerning enrolment, repetition, and transition, as well as drop out rates.

The efforts to train more female teachers has surely yielded some results, but it is difficult to see how the objectives of the BPEP Master plan can be reached given the current rate of change. A 1994 study conducted by the Centre for Educational Research Innovation and Development (CERID) found that only 33% of the primary schools had at least one female teacher. Another study conducted in 1994 by the Aryal Institute found only 30.1% of primary school had female teachers. The same 1994 CERID study determined that, between 1991-1993, 49% of the girls in the surveyed schools passed the Secondary Level Comprehensive exam (SLC). This exam is required for qualification as a teacher, and of the girls who passed, 57.6% went on to do higher studies, but only 4% of these were actually studying in the education faculty. From this data, it can be inferred that 6% of the SLC pass girls during the period in question were interested in teaching primary school. Most were pursuing higher education, and those who were teaching worked for the most part in a district near where they grew up.

As with the rate of enrolment for girls, the relative percentage of female teachers currently appears to be growing at about 1%, an insufficient pace if the goals of the BPEP plan are to be reached by the year 2001. By the end of 1996, it is estimated that 19.9% of primary teachers will be women. The government has set a quota of hiring 1,365 new female teachers a year; however, given an anticipated overall rise in the number of teachers, the 30% target for 2001 will probably not be reached until 2005 under current conditions. The distribution of female teachers within the primary system appears to be uneven according to region, with mountainous parts of the far west having a total female representation among primary teaching staff of only 4% while the hill regions of the country's centre having almost already reached the goal for 2001. Tables 6 to 10 (in Annex) provide a more detailed perspective on current growth trends for women in the teaching profession.

During the summer of 1995, the Nepal Multi Indicators Surveillance (NMIS) Study was conducted in 26 districts. 83,436 people participated, including 13,238 children between the ages of 6 and 10, 411 teachers at 176 schools. Researchers found that 52% of the male, and 21% of the female participants could read. The study results also suggest that a girl between the ages of 6 and 10 is:

-2.6 times more at risk of being kept out of school;

-20% more at risk of needing to repeat a year;

-at age six, twice as likely to repeat the first year;

-89% more likely to drop out of primary school; and

-2.3 times more needed for household chores.

The study identified three major costs per student for grades one and two: Rs. 487 in additional charges, Rs. 443 for books and supplies, Rs. 634 for uniforms and shoes. When explaining why children had been pulled out of school, more parents complained to researchers about the cost of education than claimed they needed their children's assistance around the house; however, the latter reason was cited 12% more often in the case of ending a girl's education than in ending a boy's. About one out of every four parents suggested that

the best way to reduce non-enrolment would be to provide free school supplies (see Annex: Tables 11 and 12).

What makes the parental responses particularly interesting is that they differ markedly from that of the primary school teachers. While parents identified the need to have their children at home at rates of only 14% for boys and 26% for girls, 58% of the male teachers and 33% of the female teachers suggested that was the main reason for keeping children out of school. 41% of the male teachers and 23% of the female teachers believed that parents were unaware of the importance of school, the second most common response of educators. The difference in the two groups' responses suggests that there is a crucial element to understanding how to improve basic education in Nepal which is not necessarily best understood through quantitative analysis.

CHAPTER FOUR - ANALYSIS

More than 10 multilateral and bilateral donors, like the World Bank, UNICEF, UNESCO, UNDP, the Asian Development Bank, DANIDA, World Education and many NGOs, are funding education projects in Nepal. The government's budget for education has increased from 8.8% in 1990 to 11.2% in 1991 to 12.6% in 1992. USAID plans to launch a two year literacy project which should reach 300,000 women. With all this investment in education, current figures prompt an important but difficult question: with all the good will and resources, why has there not been more success? The answer to such a fundamental question is, of course, very complex; however, the authors of this study believe that there are some basic first steps to be taken towards reaching a more comprehensive understanding of the problem.

So far, most educational research in Nepal has involved the use of surveys designed to produce reliable statistics for project design, and for formulation of quantitative project objectives. However, there has not been enough research that takes into consideration the socio-cultural and ethnographic factors that influence the education of women in Nepal. In a country where there is considerable diversity of culture, language, and religion, as well as differences according to region, such an oversight is counter-productive.

While this report does not pretend to present a formal argument based on socio-cultural and ethnographic factors, it is essential to understand that many of the attitudes towards women's education stem from a basic belief which governs the relationship between a young girl and her family: that she is only a temporary resident of the household into which she is born. Many parents concerned about a daughter's future believe that the true road to her success as an adult is in developing household skills that will please her husband and his family. In some communities parents must pay a bigger dowry if their daughter has some level of literacy, as learning is perceived as a sign of a neglect of essential domestic training. This practice is exactly the opposite for a boy, who can demand more of a dowry if he is educated.

In one case study, a woman from Rautahat reported that she had married her older daughters off before they were 12 in order to avoid paying a higher dowry. Then, responding to the new campaign, she sent her youngest daughter to school. The daughter completed primary school but did not continue because the lower secondary school is beyond

walking distance from her home and it is not proper for an adolescent girl to be sent far from home. Now the daughter will require a higher dowry and her mother says that she regrets having sent her to school (*Voice of Child Workers*, Issue no. 24, March 1995).

Compared with other countries in South Asia, Nepal has the highest percentage (40%) of girls under 15 who are married, according to UNICEF data published in the CWIN journal. By 19, that percentage is 60.2%. A Demographic Sample Survey for 1986-1987 shows that 7% of girls under 10 are married. The rate of marriage before 16 varies by ethnic group: among the Rai 36% of girls under 16 are married, among the Newars 31%, among the Tamang 59%, among the Parbatiya 74%, among the Maithili 95%. Most girls stop going to school once they are married, a custom which needs to be recognised and creatively dealt with by educational planners. Many fathers believe that if a girl remains unmarried after reaching puberty it is a sign of his failure.

Although Nepal is officially a Hindu state, various religions co-exist. The Muslim system of Madarasa, a Muslim educational institution, has some additional rules particular to the education of girls. However, this system does not seem to be acknowledged anywhere in the education planning in Nepal.

Classroom materials often reinforce the same attitudes about women that contribute to suppressing female enrolment. For the Beijing Conference in 1995, a country paper was presented, "Current Situation and Recommendations for Change," which focused on the contents of school textbooks and demonstrated a consistent bias against women. Women were always depicted fulfilling household duties. In far too many cases, such images lead to the non-education of female students.

While quantitative analysis is eminently suited to a centralised approach to problem solving, a top down approach, the best way to grasp the full subtleties of socio-cultural and ethnographic factors, is a more participatory mode of generating information, a "bottom up" approach. The paper presented in Beijing demonstrates how cooperation between grassroot level NGOs and local women can identify ways to improve upon current efforts. Experts using imported models are often too removed from the reality that they wish to influence; ordinary people need to be able to participate more in the design of programs meant to change their lives. Otherwise, those same programs risk being ill-suited for the task at hand.

CHAPTER FIVE - ISSUES AHEAD

Based on current figures the BPEP Master Plan will not succeed in achieving its major goals before 2001. In that sense, the failure would be consistent with prior efforts to raise enrolment of girls in primary school and to recruit and train more female teachers. There appears to be a serious flaw in terms of implementing what, in most cases, are honest attempts to succeed. While this study cannot conclusively identify the "serious flaw," a basic weakness of past efforts has been the failure to document the field experiences of those involved. There is a wealth of anecdotal evidence as important as all the documented quantitative evidence. For this reason, this study will continue into a second phase: an attempt to listen more attentively to the stories and observations of those in the field.

In the "Current Situation and Recommendations for Change" paper prepared for the Beijing Conference by Gender Watch Professional Interest Group, those who participated in the research developed a set of proposals for furthering the cause of women's education:

- Programs designed to build female self-confidence should become a part of the education campaign;
- Women should be given priority in the teaching profession in order to attract more girls to come to school;
- Girls need to be given more scientific and technical training;
- Education up to high school should be free and compulsory;
- Schools exclusively for girls need to be created in communities where boys and girls cannot study together because of social constraints;
- Women should be able to make decisions about their education without a guardian's permission; and
- School textbooks need to be revised so that they are free of gender bias.

List of Acronyms

BPEP	Basic and Primary Education Master Plan
CEFA	Centre for Education for All in Kahthmandu
CERID	Centre for Educational Research Innovation and Development
DANIDA	Danish International Development Assistance
EGWIN	Education of Girls and Women in Nepal
MOEC	Ministery of Education and Culture
NMIS	Nepal Multi-Indicator Surveillance
OWEP	Office of Women's Education
SLC	Secondary Level Comprehensive
UNDP	United Nations Development
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development

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Annex 1. Tables

Table 2. Percentage of girls in the total enrolment

YEAR	PRIMARY	L. SECONDARY	SECONDARY
1984	29.2	24.3	21.5
1985	29.9	25.8	22.8
1986	30.1	25.5	23.0
1987	30.5	26.2	24.3
1988	31.8	27.4	38.9
1989	34.6	28.7	26.8
1990	36.0	30.0	28.0
1991	37.2	31.5	28.7
1992	38.3	33.2	30.4
1993	39.0	34.0	31.0

Source: Educational Statistics 1993, Statistics and Computer Section, MOEC

Table 3. Gross enrolment rate of girls in school by level

YEAR	PRIMARY	L. SECONDARY	SECONDARY	COMBINED
1990	81	26	17	54
1991	83	27	20	56
1992	84	31	21	58
1993	85	31	20	59

Source: Educational Statistics, Statistics and Computer Section, MOEC

Table 4. Promotion, repetition, and drop-out rates for primary grade students in 1992

STATUS	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
PROMOTION	36	70	78	72	64
REPETITION	39	21	16	17	19
DROP-OUT	25	9	6	11	17

Education Statistics 1993, Statistics and Computer Section, MOEC

Table 5. Transition from the last year of primary to the first year of lower secondary

YEAR	BOYS	GIRLS	TOTAL
1986	74.1	65.6	71.7
1987	76.1	70.0	71.45
1988	70.4	72.15	70.8
1989	73.0	76.6	74.0
1990	71.4	67.8	70.3

Source: Education for All Plan of Action (1992-2000), MOEC 1992

Table 6. Proportion of primary level female teachers

	1990	1991	1992	1993
TOTAL # OF TEACHERS	71,213	74,495	77,948	79,590
# OF FEMALE TEACHERS	9,181	10,206	11,685	12,771
PERCENTAGE OF FEMALE TEACHERS	12.9	13.7	15.0	16.0

ibid.

Table 7. Number of new female primary school teachers employed (1993-1995)

YEAR	NUMBER
1993	712
1994	723
1995	1,328

Source: The School Administration Section, MOEC

Table 8. Percentage of female primary school teachers by region (1993)

REGION	MOUNTAIN	HILL	TERAI
Eastern	12.03	11.38	19.44
Central	9.61	29.8	13.08
Western	14.38	13.76	14.92
Mid-West	9.24	9.10	16.67
Far West	4.0	4.19	16.05

Source: ibid.

Table 9. Increase in the number of primary school teachers

	1990	1991	1992	1993
TOTAL				
Number	71,213	74,495	77,948	79,590
Growth	-	3,282	3,453	1,642
FEMALE TEACHERS				
Number	9,181	10,206	11,685	12,771
Growth	-	1,025	1,479	1,086

Source: ibid.

Table 10. Estimated proportion of female primary school teachers (1994-2001)

	NUMBER	GROWTH	PERCENTAGE
1994	13,968	1,197	17.3
1995	15,296	1,328	18.6
1996	16,661	1,365	19.9
1997	18,026	1,365	21.2
1998	19,391	1,365	22.4
1999	20,756	1,365	23.6
2000	22,121	1,365	24.8
2001	23,486	1,365	25.9

Source: ibid.

Table 11. Major reasons for non-enrolment

REASON	BOYS	GIRLS
CANNOT AFFORD	29%	29%
NEED HELP AT HOME	14%	26%
BECAUSE CHILD IS FEMALE	-	6%

Source: ibid.

Table 12. Suggestions to reduce non-enrolment

SUGGESTIONS	%
STOP ADDITIONAL CHARGES	9
FREE SCHOOL SUPPLIES	25
FREE UNIFORMS	11
BETTER ACCESS	18
IMPROVED FACILITIES	9
PROVIDE SCHOOL MEALS	6.5
BETTER POST-SCHOOL EMPLOYMENT OPPORTUNITIES	13

Source: ibid.